



Hall Institute

1800 Colonial Drive
Columbia, South Carolina

Grades	K-12 Middle School	
Enrollment	49 Students	
Principal	Patricia W. Brown	803-898-1488
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	N/A
2008	At-Risk	N/A
2007	N/A	N/A
2006	At-Risk	At-Risk
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

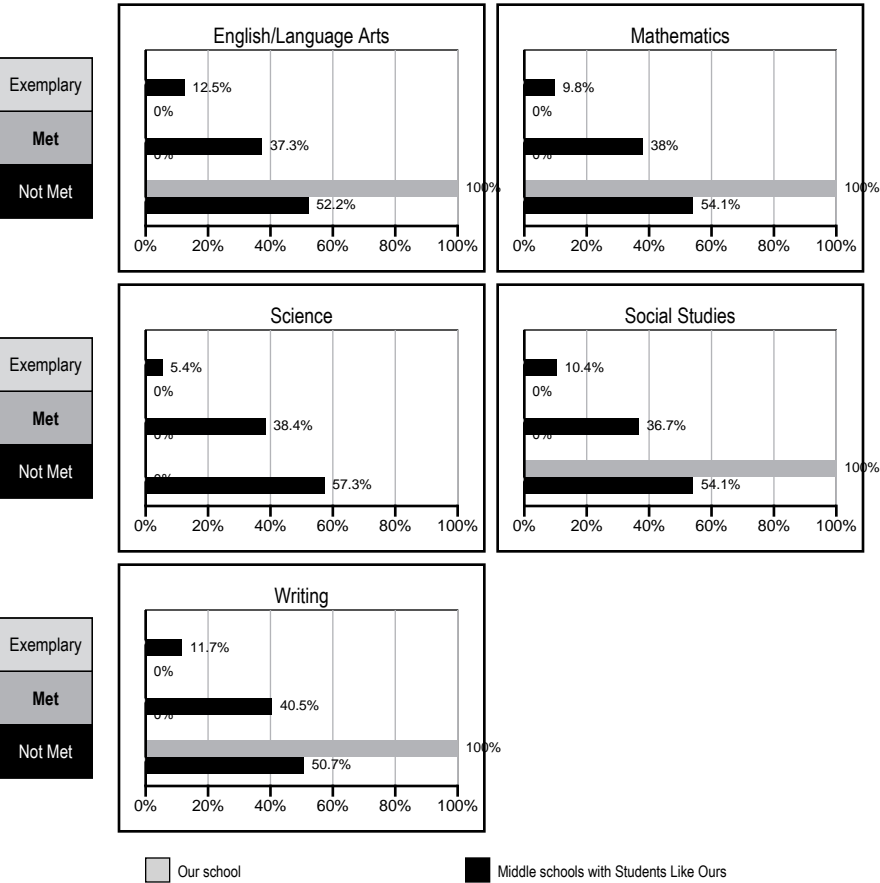
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ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	31	22

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	85.2%
English 1	N/A	83.1%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	N/A	83.9%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=49)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	16.3%	21.6%
Retention rate	20.4%	Up from 17.0%	2.2%	1.2%
Attendance rate	99.9%	No Change	95.5%	95.9%
Eligible for gifted and talented	0.0%	No Change	3.7%	14.8%
With disabilities other than speech	31.5%	Up from 7.9%	14.1%	12.6%
Older than usual for grade	22.4%	Down from 26.1%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=7)				
Teachers with advanced degrees	42.9%	Down from 50.0%	54.3%	56.9%
Continuing contract teachers	57.1%	Up from 50.0%	61.5%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 20.0%	15.4%	5.3%
Teachers returning from previous year	68.3%	Up from 60.2%	76.0%	82.9%
Teacher attendance rate	93.4%	Down from 96.1%	95.0%	95.2%
Average teacher salary*	\$46,362	Down 5.0%	\$44,417	\$46,599
Professional development days/teacher	11.1 days	Up from 6.3 days	10.8 days	10.8 days
School				
Principal's years at school	8.0	Up from 7.0	2.0	3.0
Student-teacher ratio in core subjects	7.2 to 1	Down from 9.4 to 1	16.2 to 1	20.1 to 1
Prime instructional time	92.8%	Down from 95.6%	89.3%	89.9%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	19.9%	Down from 26.5%	95.7%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$9,929	Up 12.1%	\$10,159	\$7,645
Percent of expenditures for instruction**	93.6%	Up from 90.9%	60.1%	63.4%
Percent of expenditures for teacher salaries**	85.3%	Down from 88.1%	54.4%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

William S. Hall is a residential facility that serves students requiring inpatient mental health services. Unless medically unadvisable, students are expected to participate in educational activities which will prepare them to meet South Carolina learning standards and score as well as their abilities allow on state standardized tests. Our academic program focuses on helping students stay current with their academic skills or develop strengths that will enable them to function more effectively in their regular school programs when their hospital stay is completed. Each student is offered the opportunity to participate in the Richland One approved core course curriculum taught by certified teachers during his/her hospital stay. A Nova Net learning laboratory is also available to supplement classroom educational opportunities and to help students who have splintered skills or need enrichment activities. Because of the small number of students tested at our facility, our scores remain statistically insignificant; however, we have noted a steady increase in the number of students scoring above basic or proficient on HSAP and PASS and an increase in the number of students receiving passing scores on EOC tests.

Our staff development focuses on helping our teaching staff find ways to academically involve students who are experiencing a variety of disruptive life problems. We are utilizing our district-sponsored High Yield Strategies workshops and staff development activities, hospital sponsored staff development activities which help us find more effective ways of dealing with mental health issues in the schools, and peer-directed workshops that share currently used successful strategies.

Teacher training concentrates on increasing one's availability of teaching strategies that will: keep students acclimated to the expectations and requirements of their home schools, maintain the same or similar standards and procedures the students will find in their home schools, and provide the type of learning environment that will encourage students to focus on academics instead of the stress of their current lives.

Patricia W. Brown, Principal
 Anita Rice, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress

NO

This school met 1 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.2%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	17.6%	0.0%	No
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	21	95.2	I/S	I/S	I/S	I/S	78.6	82.8	No	Yes
Gender										
Male	15	93.3	I/S	I/S	I/S	I/S	74.4	79.3	N/A	N/A
Female	6	I/S	N/A	N/A	N/A	N/A	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	11	90.9	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	74.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	75.5	I/S	I/S

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	21	90.5	I/S	I/S	I/S	I/S	70.3	78.9	No	No
Gender										
Male	15	86.7	I/S	I/S	I/S	I/S	67.8	77	N/A	N/A
Female	6	I/S	N/A	N/A	N/A	N/A	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	11	81.8	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	7	I/S	I/S	I/S	I/S	I/S	64.6	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	36.5	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	64	70.2	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	11	100	N/A	N/A	N/A	N/A	58.1	67.5
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Gender

Male	9	I/S	N/A	N/A	N/A	N/A	57	67
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Female	2	I/S	N/A	N/A	N/A	N/A	59.1	68
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Racial/Ethnic Group

White	6	I/S	N/A	N/A	N/A	N/A	85.9	79.5
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African American	3	I/S	N/A	N/A	N/A	N/A	50.8	50.3
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
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Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
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Disability Status

Disabled	6	I/S	N/A	N/A	N/A	N/A	27.5	35.6
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
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Socio-Economic Status

Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	49.1	55.1
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Social Studies

All Students	15	73.3	N/A	N/A	N/A	N/A	65.2	72.3
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Gender

Male	11	63.6	N/A	N/A	N/A	N/A	63.1	71.5
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Female	4	I/S	N/A	N/A	N/A	N/A	67.2	73.2
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Racial/Ethnic Group

White	8	I/S	N/A	N/A	N/A	N/A	87.9	80.7
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African American	6	I/S	N/A	N/A	N/A	N/A	59.3	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
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Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
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Disability Status

Disabled	7	I/S	N/A	N/A	N/A	N/A	36.4	43.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
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English Proficiency

Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
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Socio-Economic Status

Subsided meals	N/A	N/AV	N/A	N/A	N/A	N/A	58	62.1
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	21	76.2	I/S	I/S	I/S	I/S	63.9	70.2	99.9	95.9
Gender										
Male	15	66.7	I/S	I/S	I/S	I/S	55.8	63.2	99.9	95.7
Female	6	I/S	N/A	N/A	N/A	N/A	71.9	77.5	99.9	96.2
Racial/Ethnic Group										
White	12	75	N/A	N/A	N/A	N/A	86.2	79.1	99.9	96
African American	8	I/S	I/S	I/S	I/S	I/S	58	57.6	99.9	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	81.9	86.2	99.9	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	N/A	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	9	I/S	I/S	I/S	I/S	I/S	22.3	26.1	99.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	N/A	N/AV	N/A	N/A	N/A	N/A	56.7	58.9	N/A	95.7

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	4	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	4	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	8	I/S	I/S	I/S	I/S	I/S
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	3	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	2	I/S	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	1	I/S	N/A	N/A	N/A	N/A
	5	1	I/S	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	5	I/S	N/A	N/A	N/A	N/A
Writing							
2009	3	2	I/S	N/A	N/A	N/A	N/A
	4	2	I/S	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	3	I/S	N/A	N/A	N/A	N/A
	7	5	I/S	N/A	N/A	N/A	N/A
	8	9	I/S	I/S	I/S	I/S	I/S

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